

SWGS 303: Gender and Science

Tuesdays, 1:00pm-3:29pm, TBA

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Office hours: Tuesdays: 11:00pm-12:00pm, Hum 103

Course description: How does gender influence the content of scientific knowledge? How is gender encoded in the practices and norms of science? This course introduces students to historical, philosophical and social dimensions of science through the lens of gender. We will also consider gender as it interacts with race, class and sexuality in the practices and knowledge formations of science. Students will be introduced to a survey of central texts, theories and methods in scholarship on gender and science. The course will explore the ways in which science has factored in the production and maintenance of cultural gender norms; how gender figures in the authority of science, and the role of gender in scientific institutions.

Course Objective: Students will be introduced to foundational concepts in the humanistic study of gender in relationship to science, technology and medicine.

Assessment

Blog Grade #1-5	30%
Blog Grade #6-10	20%
Course Participation	20%
Reading Presentation	10%
Final Paper	20%

Course Schedule

Introduction: Feminist Science Studies

January 12: Introduction to the intersections of gender and science

Unit One: Gender and Science in History

January 19: Gender in the Making of Modern Science

Londa Schiebinger, *Nature's Body*, 1993

1. Introduction
2. Ch. 4: The Anatomy of Difference
3. Ch. 5: Theories of Gender and Race
4. Ch. 6: Who Should Do Science?

January 26: The Science of Sex Difference

Cynthia Russett, *Sexual Science*, 1989

1. Introduction
2. Ch:1 How to Tell the Girls From the Boys

3. Ch.2 Up and Down the Phyletic Ladder
- Charles Darwin. *The Descent of Man*, 1871
1. Selections from *The Descent of Man* and other publications

Blog Post 1: Due at 9am

February 2: Agency in Reproduction

Erika Milam, *Looking for a Few Good Males*, 2010

1. Introduction
 2. Ch. 6: Selective History: Writing Female Choice into Organismal Biology
- Alison Bashford and Susanne Klausman
1. Fertility Control: Eugenics, Neo-Malthusianism, and Feminism

Blog Post 2: Due at 9am

February 9: Feminists, Biologists and Feminist Biologists

E.O. Wilson, *Sociobiology: A New Synthesis*, 1974

1. Ch. 26: Man: From Sociobiology to Sociology, 1974
 2. Elizabeth Allen et. al "Against Sociobiology" *New York Review of Books*, August 7, 1975
- Donna Haraway, *Primate Visions*, 1989
1. Ch. 3: Lisa Marie Fedigan: Models for Intervention
- Lisa Marie Fedigan "The Paradox of Feminist Primatology: The Goddess's Discipline" *Feminism in 20th Century Science, Technology and Medicine*

Blog Post 3: Due at 9am

Unit Three: Gender and Science in Global Context

February 16: Reproduction and Nations

Oxford Handbook of Eugenics

1. Ch. 12: South Asia's Eugenic Past
 2. Ch. 16: Eugenics in Colonial Kenya
- Harding, Sandra. "Postcolonial and feminist philosophies of science and technology: convergences and dissonances," *Postcolonial Studies* 12(4): 2009.
- Shiva, Vandana. "Democratizing Biology: Reinventing Biology from a Feminist, Ecological and Third World Perspective."

Blog Post 4: Due at 9am

February 24: The Transnational Circulation of Labor, Bodies, Technologies and Knowledge

Gabriela Soto-Laveaga, *Jungle Laboratories*, 2009

1. Introduction
- Donna L. Dickinson
1. Ch.1: What Feminism Can Teach Global Ethics

Blog Post 5: Due at 9am

February 27-March 6: Spring Break

March 8: Gender and Global Medicine

Zeynep Gurtin. "Banning Reproductive Travel: Turkey's ART Legislation and third-party assisted reproduction"

Julie Livingstone, *Improvising Medicine*

1. Introduction
2. Ch.5: Pain and Laughter

Blog Post 6: Due at 9am

March 15: Ecofeminism

Greta Gaard: *Ecofeminism: Women, Animals, Nature*, 1993

1. Ch.1: Living Interconnections w/ Animals and Nature
2. Ch.6: Questioning Sour Grapes: Ecofeminism and the United Farm Workers Grape Boycott

Karen J. Warren, *Ecological Feminism*, 1994

1. Ch.5: Ecofeminism, Deep Ecology and Human Population

Blog Post 7: Due at 9am

Final Paper Prospectus Due at 5pm

Unit Four: Gender and Science in Contemporary Debates

March 22: Sex Itself

Steven Pinker, *The Blank Slate*

1. Ch.1: The Official Theory
2. Ch. 18: Gender

Michael Gurian, *Boys and Girls Learn Differently*

1. Ch. 1: How the Brain Learns: Inherent Differences Between Boys and Girls

Sarah Richardson, *Sex Itself*, 2012

1. Ch. 3: How the X and Y Became the Sex Chromosomes

Martha McCaughy, *Caveman Mystique*

1. Introduction

Blog Post 8: Due at 9am

March 29: Genders, Bodies

Joan Roughgarden, *Evolution's Rainbow*

1. Sex and Diversity
2. Sex within Bodies

Judith Butler, *Bodies that Matter*

1. Introduction
2. Ch. 1

Blog Post 9: Due at 9am

March 31- April 1: Midterm Recess

April 4: Feminism and the Natural Sciences in the University

Paul R. Gross *Higher Superstition*, 1998

1. Ch. 1: The Academic Left and Science

Edward O. Wilson, *Consilience*

1. Ch. 2: The Great Branches of Learning
Donna Harraway, *Cyborg Manifesto*
Blog Post 10: Due at 9am

April 12: Science Fiction: Experiments in Gender
Ann Leckie. *Ancillary Justice*. New York: Orbit 2013.
Final Paper First Draft Due 5pm

April 19: Final Paper Presentations

April 22: Final Paper Due at 5pm

Course Policies and Guidelines

Course website and announcements:

Readings, assignments and announcements will be posted to the course Owlspace. Urgent announcement will be sent to your Rice email account. You are responsible for checking the course website and your Rice email regularly.

Class attendance:

On-time attendance, preparation, and full participation are expected. Three absences or late arrivals is grounds for dismissal from the course.

Required reading:

There are 50-150 pages of reading a week in this class. All assigned reading is required. Recommended readings, recent scientific articles and media links provided on the Owlspace are not mandatory, but will enhance your understanding of the course material.

Late policy:

Deadlines are firm. Late assignments will incur a 10% penalty for the first day and 5% a day after that. Assignments are considered late if they are posted or emailed after the time deadline. Written feedback may not be provided on late work. Extensions are granted only with advanced notice and usually only in the case of illness.

Office hours:

I strongly encourage you to come to office hours during the semester. Please visit and bring your questions about the assignments or readings for the course!

Technology policy:

Laptops, tablets are acceptable for use in class. No phones in class. If technology is used to peruse material outside of course material, this may detract from the participation grade.

Statement on disabilities:

If you have a documented physical, psychological, or learning disability, please notify me within the first two weeks of the semester regarding reasonable and appropriate academic accommodations to help you succeed in the course. The Allen Center is also available as a resource.

Assignments

Course Participation: Participation is an essential component of this course. It is the primary way for you to demonstrate a thoughtful engagement with course material. The participation grade will take the following aspects into consideration:

1. **Attendance:** all class sessions are mandatory. Exceptions must be arranged in advance, in writing.
2. **Readings:** All readings must be completed before class, printed and brought for discussion. Evidence of a thorough understanding of the readings will be a key consideration of the participation grade.
3. **Blog comments:** Regular comments on the course blog that demonstrate a courteous engagement with your classmates' posts. You must post at least two comments a week on the course blog!

Course Blog: You will be responsible for one blog post responding to the readings each week. These posts should be about 500 words, and respond in a synthetic way to the readings for the week. The blog is a space to expand our class discussions beyond course materials to areas of special interest to you.

Examples of good topics for blog posts:

1. *Popular culture:* Highlight something in the news or recent popular culture that is directly relevant to the week's themes. Connect this to specific references from the week's readings.
2. *Debate:* Focus on a debate or a controversial point that arises out of the week's readings. You can either explain the terms of the debate, or pick a side and argue for it.
3. *A Big Idea:* Pick something from our course readings and discussions that was new to you, and that you wished everyone understood. Explain this idea in such a way that it is accessible to a general audience. Also explain why the idea is exciting and important, from your perspective.

Requirements:

- o One blog post per week due at 9am
- o Blog posts should consist of:
 - At least three hyperlinks to credible web sources outside of our course materials
 - Two (properly cited) references to the week's readings
 - At least one image that clearly and powerfully communicates the primary idea of the post
 - 500 words of text
 - Remember, commenting on the course blog counts toward your participation grade

Here are some examples of engaging and thoughtful academic blogs:

www.americanscience.blogspot.com
www.slate.com/blogs/the_vault.html

Reading Presentation: One class session during the semester, you will be responsible for introducing and framing the readings for the rest of the class. The presentation should summarize the major themes of the readings, raise questions for discussion, and also connect to the readings from earlier in the week. You are welcome to be as creative as the format of the presentation (power point, sketch, mock radio show) as you like. The presentations will be kept to a strict ten-minute limit.

Final Paper or Project:

The final paper for this course is a position paper, rather than a research paper. It is an opportunity for you to present your own arguments regarding the material that we've explored in this course. It is also meant to help you practice writing as a process, rather than simply as a final product. Key deadlines for this final paper are listed below.

March 15	Prospectus	10%
April 12	First Draft	30%
April 19	Class Presentation	10%
April 22	Final Paper	50%

All materials must be in 12pt Times New Roman font, double-spaced, 1 inch margins and follow the Chicago Manual of Style for "notes and bibliography" (http://www.chicagomanualofstyle.org/tools_citationguide.html). They must also be thoroughly proofread.

Prospectus:

1-2 pages

State the topic, which you intend to examine in your final paper. List the course readings which you intend to draw upon. Explain the reasons for your interest in the topic, its importance, and possibilities for your analysis. Also highlight potential difficulties with your discussion, and areas that may require further reading on your part.

First Draft:

10-12 pages

The first draft should be treated as a final product. It is not a "rough draft," but your first complete attempt at analyzing your topic. All references and proofreading should be in their final form.

Class Presentation:

You will have 20 minutes to present your analysis to the course. Creativity in format is highly encouraged! Be sure to introduce us to the important issues at stake, and the analysis that you present in your paper.

Final Paper:

10-12 pages

Advance an original analysis of an important topic raised during the course. Outside references are allowed, but are not required. These must be cited properly. The final

paper grade will take into consideration your incorporation of feedback from your first draft.